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CONTENTS

| | Page |
|---|------|
| Provision for Guidance in High Schools of California as Revealed by State Youth Study..... | 193 |
| Interpretations of the School Law..... | 204 |
| For Your Information..... | 206 |
| Professional Literature..... | 212 |

COVER

The picture on the cover shows a cooking class at the Woodrow Wilson Junior High School, San Diego. Boys and girls receive identical instruction in the preparation and serving of meals.

Provision for Guidance in High Schools of California as Revealed by State Youth Study

AARON E. JONES, *Technical Director of the California Youth Study for the State Department of Education*

It is generally conceded that the major part of the present problems of youth would automatically be solved if the industrial and economic pattern in American life could be such that all persons who want work might be employed at fair wages. Many educators and business men have questioned the wisdom of providing years of expensive education, giving vocational guidance, teaching youth how and where to apply for work, and assisting them to find employment, for they reason that there are just so many jobs, and whenever by refined processes one youth squeezes into employment, another worker is pushed out—often a man past forty years of age with a family who loses his job to make a place for the new worker. During periods of depression, and in a society that does not need the labor of all to produce the necessities of life, there is much truth in these statements.

On the other hand, a number of business men state that they cannot find trained workers to fill the openings they now have. Homer D. Fetty, Placement Officer of the Burbank Public Schools, recently called upon 168 business and industrial leaders of that city. A superintendent of a manufacturing plant for airplane engines said:

The biggest handicap to industrial expansion today is the shortage of skilled workers and the impossibility of finding young men who have any mechanical experience to build on. We cannot afford to train workers unless they have some experience on which we can determine their aptitude and probable abilities. Public schools owe this vocational training to the youth and to the community.

Of the 144 men interviewed by Mr. Fetty, 46 stated emphatically that the greatest handicap to expansion of industry is the lack of trained workers, that there is no unemployment among skilled workers, that they need trained workers, and that one of Burbank's greatest needs is a trade school where boys can spend at least half their time in learning a trade.

More than 95 per cent of the men interviewed favored trade training and a good proportion of them expressed strong disapproval of the present academic training which high schools and colleges provide.

At present Burbank is experiencing an industrial boom, produced, apparently, by the location there of airplane and allied industries.

Because of these enterprises which require large numbers of workers with technical training, it may be that the business and industrial leaders in Burbank are biased in favor of trade training. However, these opinions are also shared by business men in other communities.

It stands to reason that schools cannot change the country's economic and industrial condition, but neither can they justify themselves in doing nothing to prepare youth for work, to guide them vocationally, or to assist them in entering and becoming adjusted in employment. Schools can, and many of them do, participate and assist in the attempt to readjust the economic and the consequent social conditions in their communities, and many are devoted to the task of giving intelligent and systematic vocational guidance to the youth they serve.

As a part of the California Youth Study, an attempt was made to determine what kind of guidance is given in the schools of California, what guidance methods are used, and the changes resulting from guidance activities. Questionnaires were sent to the high schools and junior colleges of California, both public and private. The remainder of this article will deal with the replies to this questionnaire from guidance and counseling officials, or from those performing whatever guidance services were offered, in 276 public high schools in California.

In 18 per cent of the schools one or more persons gave full time to guidance and counseling work; in 85 per cent, one or more teachers gave part time to this work.¹ Less than 3 per cent of the schools with enrollments of less than 1,000 pupils had anyone giving full time to guidance and counseling, whereas, 37 per cent with enrollments between 1,000 and 2,999 and 58 per cent with enrollments of 3,000 or more had one or more persons giving full time to guidance and counseling. Even small schools with enrollments less than 75 reported that their pupils received guidance and counsel, 73 per cent of them having one or more of the staff giving part time to this work. It is evident that guidance and counseling is an accepted responsibility of high school faculties.

Types of records used for guidance purposes, and the percentage of schools using each type of record are shown in Table 1. A segregation of this information according to size of school shows that the first three kinds of records are kept by about the same percentage of schools in each group; but for the next five kinds of records kept, the percentage of schools using them rises rapidly with the size of the schools, a condition naturally expected, because the larger the school the greater amount of clerical service, filing records, and expert help available.

¹ The total percentage reported for this item totals more than 100 since in some schools one or more members of the staff devoted full time and the others part time to guidance service.

TABLE 1
Percentage of High Schools Keeping Various Types of Records for
Guidance Purposes

| Type of record | Percentage of schools |
|---|--------------------------|
| Class grades and marks..... | 96 |
| Subjects completed by years..... | 93 |
| Results of tests..... | 87 |
| Records of problems and maladjustments..... | 59 |
| Case records of interests, responses, and activities..... | 52 |
| Home and environmental conditions..... | 45 |
| Teachers' opinions of students' abilities and capacities..... | 48 |
| Work done outside of school..... | 31 |
| Health history..... | 5 |
| Merit..... | 0.4 |

Both individual and group guidance is given by 75 per cent of the schools, but individual guidance is the chief method of 34 per cent, and the group method finds greatest favor with 12 per cent of the schools. Guidance is given principally through classes especially organized for this purpose in 5 per cent of the schools. Many schools offering group guidance referred to classes in orientation, studies of occupations, trips and excursions by classes and groups to industrial plants, offices, business houses, and other similar arrangements as part of their present guidance program.

Who, in the opinion of the guidance personnel, are the groups getting special attention from the counselors and guidance workers? The answers to this question are presented in Table 2.

TABLE 2
Percentage of High Schools Giving Special Attention to Certain Groups
of Pupils

| Group of pupils | Percentage of schools |
|--|--------------------------|
| Problem cases..... | 58 |
| Those failing in school work..... | 57 |
| Students in certain grades or classes..... | 21 |
| The brightest students..... | 14 |
| Those with special problems to be solved and who seek guidance and help..... | 9 |
| All students alike..... | 34 |

The average amount of time given to each pupil in individual guidance would be significant for the study if it could be obtained with accuracy. Obviously the replies given to such a question in a questionnaire will be mere estimates, but these estimates should be better than no information at all. Estimates by guidance workers will likely err from the facts about equally in both directions so that the averages will probably approximate the truth. The estimates by guidance workers in 178 high schools of the average amount of time per pupil devoted to individual guidance during a year are presented in Table 3.

TABLE 3
Percentage Distribution of High Schools According to Average Time Per Pupil Per Year Given to Individual Guidance

| Average time in minutes | Percentage of schools |
|-----------------------------|-----------------------|
| Not answering question..... | 36 |
| 1 to 9..... | 3 |
| 10 to 19..... | 11 |
| 20 to 29..... | 5 |
| 30 to 44..... | 17 |
| 45 to 59..... | 2 |
| 60 to 89..... | 14 |
| 90 to 119..... | 4 |
| 120 to 149..... | 3 |
| 180 to 250..... | 3 |
| 480 or more..... | 2 |

The wide variation among schools in amount of time devoted to individual guidance is apparent. A study of the estimates according to size of school shows that there is no relationship between school enrollment and the average amount of time per pupil devoted to industrial guidance.

The same conditions were found to prevail with regard to the average number of hours of group guidance received by each pupil. Of the schools in the study, 55 per cent would not attempt such estimates, and the amounts of time reported by those who did make estimates ranged from less than 1 hour to more than 70 hours per year. The amount of time given to group counseling has little or no relationship to the size of the schools.

One of the most common steps in vocational guidance is to acquaint the pupils with the world of work, to give them occupational information. Many studies of occupations have been made and published, among

which are the analyses of more than 63 occupations made by the National Youth Administration,¹ and a series of occupation briefs made by the Los Angeles Board of Education and the California Bureau of Vocational Rehabilitation.² Such publications are often used in vocational guidance work, and, in addition, many other methods are used to acquaint youth with work information.

Methods used to acquaint pupils with occupations in California high schools are indicated in Table 4. More than half the schools are using several methods of acquainting pupils with the different vocations

TABLE 4
Percentage of High Schools Using Various Methods in Vocational Guidance

| Method | Percentage of schools using |
|--|-----------------------------|
| Placing books on vocations in library to be read by pupils..... | 89 |
| Requiring pupils to make reports on readings about vocations..... | 53 |
| Holding special classes or discussion groups to discuss literature on occupations..... | 53 |
| Taking students to places of business or industry..... | 52 |
| Lectures by workmen in business and industry..... | 53 |
| Regular class work in many fields..... | 9 |
| Students writing for information..... | 1 |
| Visual aids in occupations..... | 5 |

that they may enter, but the most frequently used method is to place books for this purpose in the library for pupils to read. It is to be noticed that more than half the schools use all of the five first mentioned methods. The use of visual aids in exploring the possibilities of various occupations and describing the kinds of work done therein has barely been started on a systematic basis in the high schools of the state; and no doubt this is a field that will be greatly expanded, as methods are found to transcend the limitations of space and time which are encountered in excursions or lectures by experts.

Of the 276 high school placement officials who responded to the questionnaire, 96 per cent said that they kept records of tests given to use as a basis for guidance and counseling. Table 5 shows the percentage of schools using the different kinds of tests and whether these tests are used for all pupils or for special cases only.

¹ "The National Youth Administration." *Report on Progress of the WPA Program, June 30, 1938*. Washington: Works Progress Administration, p. 67.

² *Occupation Briefs, Series Number Two*. (Revised February, 1938.) Presented jointly by the Los Angeles Board of Education and the California Bureau of Vocational Rehabilitation. Los Angeles: Los Angeles Board of Education and the California Bureau of Vocational Rehabilitation.

TABLE 5
Kinds of Tests Used by High Schools for Guidance Purposes

| Kind of tests | Percentage of schools using | |
|-------------------------------------|-----------------------------|------------------------|
| | For all pupils | For special cases only |
| Intelligence Tests..... | 81 | 4 |
| Interest Tests..... | 9 | 27 |
| Guidance Tests..... | 1 | 0.7 |
| Aptitude Tests..... | 16 | 25 |
| Personality Tests..... | 9 | 24 |
| Standardized Achievement Tests..... | 10 | 0.4 |

As a result of the experiences youth have; the advice they receive from their parents, school teachers, and counselors; and their understandings about work and business, what changes have they made in the kind of courses they want to take in high school? The guidance personnel responding to this question gave answers which are summarized in Table 6.

TABLE 6
Percentage of High Schools Reporting Certain Trends in Pupils' Choice of Courses

| Trends in choice of subjects | Percentage of schools |
|---|-----------------------|
| Schools not answering question..... | 5 |
| Toward increased college preparatory courses..... | 25 |
| Toward vocational courses..... | 52 |
| Toward general exploratory courses..... | 31 |
| Little choice possible..... | 0.4 |
| Toward easiest courses..... | 0.7 |
| No tendency noted..... | 5 |

More than half the schools indicated a distinct growth in the demand for vocational courses, and others noted a movement toward courses designed to explore the different fields of work. There is no doubt that the limitations of the offerings of many small schools prevent many youth from exploring in the vocations possibilities which they might find interesting if courses were available. On the other hand, a

segregation of the replies according to the enrollment of the schools does not show that the pupils of the larger high schools, where many more vocational courses are offered, demand vocational courses any more frequently than do the pupils in the small schools of 75 to 149 pupils. In 33 per cent of the schools with enrollment above 3,000 the trend was toward more college preparatory courses, and in 50 per cent of these schools the trend was reported to be toward more vocational courses.

In connection with the trends in choice of subjects selected by students, the schools were asked to indicate the curricula and the courses that had been added and eliminated within recent years because of a desire to better meet the needs of the students. The responses to these questions indicated clearly that there is little agreement as to what the present needs are or how to meet them, for many of the courses added by some schools were dropped by others. However, out of 39 courses added, 28 were either vocational or closely related to vocational education. Most of the other additions were designed to meet the changing social and economic order, such as American problems, consumer education, recreation, orientation, civilization, nonacademic science, health education, and library. Only two subjects which are usually considered to be purely academic were named as additions.

Of the 26 subjects eliminated, 16 were purely academic in nature. Some or all of the foreign languages had been eliminated in 39 schools where they had been taught previously. Some of the schools named 7 vocational subjects as having been eliminated from their curricula.

In addition to these additions and eliminations, several schools explained that they had not eliminated subjects, but that stresses had been changed. The fusion of courses made possible the change in emphasis given to such a course as formal English, and the giving of emphasis to, say, functional English. In general, these explanations indicated a turning away from formal academic courses, extending through a semester or a school year, toward more courses in the vocations, short exploratory courses in many occupational fields, regularly organized classes in orientation, and courses designed to help youth to understand the modern world in which they live.

Table 7 indicates some changes that have been made recently in educational administrative policies relating to curricula.

As was shown in the paragraph dealing with the subjects added to the curricula in high schools, it is evident that the more extensive list of electives mentioned in the foregoing table is made up largely of subjects of a vocational nature.

It seems unnecessary here to give any sources and references to support the statement that many vocational courses have been added to the school curriculum in order to provide for those students who found

TABLE 7

**Percentage of High Schools Reporting Certain Changes in Policies
Pertaining to the Curriculum**

| Change in policy | Percentage of schools |
|---|--------------------------|
| Schools making no reply to question..... | 11 |
| Schools making no changes in policy..... | 2 |
| Entrance requirements made more liberal..... | 18 |
| Entrance requirements more restrictive..... | 3 |
| More extensive list of electives..... | 72 |
| Less extensive list of electives..... | 5 |
| Offering of short vocational courses..... | 22 |
| Correlation of subjects by core and fusion courses..... | 34 |

the academic courses too difficult or uninteresting. Every high school teacher is aware of this trend. However, today the teachers and leaders in vocational courses are asking for the pupils with high ability, special aptitude, and natural interest. This is indicated by statements made by practically all the speakers at a sectional meeting of the Vocation and Practical Arts Section of the Los Angeles city secondary school teachers during a conference in Polytechnic High School, March 24, 1939. Two of the speakers stated that when youth are carefully selected for vocational training they are not difficult to place in employment and they perform satisfactorily. These experts stated that there is need for more careful selection of students for vocational training.

If there must be a more careful selection of students for vocational training and if a part of the students cannot succeed in academic work, what can the schools do for "all the children of all the people?" Changes in rating and grading pupils seem to be one of the ways used to fit the schools to the pupils and to increase the number of pupils retained in school. Changes named by the counselors and guidance officials in the 262 schools from which replies were received are indicated in Table 8.

The foregoing table indicates that school officials are attempting to make adaptations and changes to enable the schools to become more inviting and less irritating to children in the lower range of abilities; but what is to be done to prepare these pupils for their place in the world of work and to train them for constructive participation in our democratic society? For what trades and industries should the schools prepare these pupils? Some schools are doing much to answer these questions.

TABLE 8
Percentage of High Schools Reporting Certain Changes in Practices of
Rating and Grading Pupils

| Changes in rating and grading pupils | Percentage of schools |
|---|-----------------------|
| Schools not answering the question..... | 5 |
| No changes made..... | 12 |
| Use tests of ability to use knowledge..... | 29 |
| Use more objective tests..... | 46 |
| Use less subject matter centered tests..... | 18 |
| Use more of the standard tests..... | 26 |
| Use uniform achievement tests..... | 23 |
| Use cooperative tests..... | 23 |
| Discard mathematical terms or equivalents in marking..... | 19 |
| Eliminate failures (no one fails)..... | 25 |
| Marking students according to ability..... | 38 |
| Keeping students with own social group..... | 30 |

The Frank Wiggins Trade School in Los Angeles may be taken as an example. Among its trade courses are the following which seem to be open to pupils of average or less than average abilities: plastering, elevator operation, the cleaning industry, laundry service, hairdressing and cosmetology, household service, fountain service, waitress work, trade cooking, binding, and switchboard operation. Other schools have some additional courses of the same nature. They are for the most part short courses and a pupil may become proficient in more than one. If the schools will do as well in classes in citizenship, some cultural subjects, and fundamental skills, much can be done for the present misfits in our schools.

The guidance personnel were asked to check expressions which most nearly described the guidance program in their schools. Their responses are indicated in Table 9.

It will be noted that the percentage of schools where the guidance programs are of an incidental nature decreases as the enrollment increases, and that the percentage of schools where the guidance programs are planned and special responsibility is assigned increases with the size of school.

If more and more young people are to continue in school for more years; if the educational system is to keep young people who cannot go to work off the streets for part of the day; if the schools have any responsibilities related to preparing youth for work and helping them to find it; if mature and trained counselors can more reasonably guide

TABLE 9

Percentage of High Schools, Classified by Enrollment Groups, Following
Certain Practices in Guidance Program

| Description | School enrollment | | | | | | | Total |
|---|-------------------|-----------------|------------------|------------------|------------------|----------------------|--------------------|-------|
| | 1 to 74 | 75 to 149 | 150 to 299 | 300 to 499 | 500 to 999 | 1,000 to 2,999 | 3,000 and up | |
| Schools not answering questions. | 0 | 3 | 4 | 5 | 2 | 1 | 0 | 15 |
| Guidance incidentally carried on by teacher..... | 57 | 51 | 38 | 46 | 26 | 15 | 17 | 34 |
| Guidance performed by principal incidental to the administration of schools..... | 81 | 70 | 67 | 51 | 30 | 12 | 0 | 43 |
| Stressing of students' occupational interest by teachers in subjects taught..... | 57 | 59 | 54 | 51 | 40 | 33 | 33 | 46 |
| Establishing periods for study of occupational information.. | 29 | 16 | 31 | 16 | 22 | 24 | 17 | 23 |
| Building up occupational library..... | 48 | 43 | 54 | 54 | 58 | 52 | 42 | 52 |
| Guidance assigned to home-room teachers..... | 14 | 16 | 19 | 38 | 28 | 27 | 25 | 25 |
| Organization of a stated program with principal and teachers assigned to carry on the same..... | 5 | 11 | 15 | 19 | 30 | 31 | 42 | 22 |
| Organization of a stated program with one or more especially qualified counselors.... | 0 | 5 | 6 | 22 | 52 | 73 | 75 | 35 |
| A stated guidance program with placement and follow-up service..... | 0 | 3 | 6 | 11 | 6 | 13 | 17 | 8 |

youth in the preparation for this work rather than leaving the changes of satisfactory employment to depend on the whims of the pupils; and if there is to be anything like equality of educational opportunity in our school, it is evident that much more carefully planned guidance programs must be provided, more expert personnel be employed, and more accurate information secured concerning each pupil and work to be done in the modern world.

The American Youth Commission found that for every brilliant student who makes good in college, there is another equally brilliant one who does not go because he cannot afford it.¹ These brilliant young

¹ Robert Maynard Hutchins, "Hutchins Answers Hutchins," *Saturday Evening Post*, (September 24, 1938), 34.

people must either be trained to do some work that employs their intelligence or they must be aided to attend colleges and universities. Indeed, youth generally must be trained to succeed in a work that challenges their best efforts, and surely an adequate guidance program should be available to direct these youth wisely and on the basis of accurate information. The replies to the questionnaire used in this study indicate clearly that the present programs are generally inadequately planned and staffed, although some schools seem to have progressed much further than others in their organization to counsel and guide their pupils.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

Attorney General's Opinions

Change in Amount of Service to be Rendered by Permanent Employee

Where a permanent employee of a school district has been employed as a part-time band instructor from August, 1931, to June, 1938, and was classified as a permanent employee of the district in August, 1934, and during the school year 1938-1939 such employee was employed as a full-time band instructor, such instructor has only part-time tenure; and the governing board of the district may employ him as a part-time band instructor during the school year 1939-1940 at the same rate of pay as that previously received by him as a part-time band instructor, while employing a probationary employee as a full-time band instructor (citing Attorney General's opinion No. NS 1743). (A.G.O. NS 1742, June 2, 1939)

Distribution of Balance in County Junior College Tuition Fund Following Formation of First Junior College in County

Where no junior college has been maintained in a county prior to September, 1936, in which month a high school district in the county established a junior college, and during the fiscal year 1936-1937 a county junior college tuition tax had been levied in the county pursuant to School Code sections 4.270 *et seq.* for the payment of the tuition of junior college students residing in the county, as prescribed by said sections, and at the close of such fiscal year a balance remained in the county junior college tuition fund after all claims against the fund had been met, such portion of the balance as was attributable to the county junior college tuition tax levied on the high school was properly returned to the high school district (citing *Pasadena Junior College v. Board of Supervisors*, 216 Cal. 61). (A.G.O. NS 1727, May 26, 1939)

Effect of Consent of Full-time Permanent Employee to Part-time Status

Where a permanent employee of a school district employed full time consented over a period of years to a change in his status from a full-time instructor to a part-time instructor, with a corresponding

reduction in salary, the governing board of the district cannot be compelled to employ him for full time. (A.G.O. NS 1743, June 2, 1939)

Holding of Bond Election Following Formation of Union Elementary School District

Where a union elementary school district was formed under School Code sections 2.220-2.236 during the school year 1938-1939, the governing board of such district may not call a bond election prior to July 1, 1939, despite School Code section 2.1003, inasmuch as that section was superseded by School Code section 2.86, enacted in 1933. (A.G.O. NS 1783, June 17, 1939)

Residence of Pupil in California School for the Blind

The residence of a pupil enrolled in the California School for the Blind should for the purposes of Political Code section 2255 be determined in accordance with the provisions of Political Code section 52. (A.G.O. NS 1772, June 16, 1939)

Use of School Buildings for Sunday Schools

A public school building cannot be used on Sundays for the purpose of holding Sunday school (citing section 30 of Article IV, section 9 of Article IX of the Constitution and School Code section 3.52). (A.G.O. 10672, June 30, 1936)

FOR YOUR INFORMATION

RESEARCH AWARDS FOR WOMEN IN EDUCATION

Cash awards for significant research studies in education by women students in the field will be granted on or before May 15, 1940, by Pi Lambda Theta, National Association for Women in Education.

The awards amount to \$250 each and are provided from the fund known as the Ella Victoria Dobbs Fellowship.

Any woman of graduate standing or any member or group of members of Pi Lambda Theta, whether or not engaged at present in educational work, shall be eligible for the awards. A chapter of Pi Lambda Theta shall also be eligible.

Any subject in keeping with the national study program of Pi Lambda Theta is acceptable. In addition, studies on some aspect of the following subjects may be submitted: Women and Administration; Women and Community Life; Attitudes Toward Women's Sphere of Work; Parent Techniques with Children Between Early Elementary School Age and Adolescence; and A Community Survey of Educational Agencies and Factors Outside the School, Including Opportunities and Deficiencies.

Only unpublished studies may be submitted for the award. Pi Lambda Theta shall have the privilege of inserting an introductory statement in the printed form of any study for which an award is made.

Three copies of the final report of the completed research study shall be submitted to the Fellowship Committee by February 1, 1940. Information concerning the form in which the final report shall be prepared will be furnished upon request. All inquiries should be addressed to the chairman of the Fellowship Committee.

The following persons make up the committee: Marion Anderson, 15 Ashburton Place, Boston, Massachusetts, *Chairman*; Margaret Hargrove, Carroll College, Waukesha, Wisconsin; Lillian B. Lawler, Hunter College, New York, New York; Cleo Murtland, University of Michigan, Ann Arbor, Michigan; Helen M. Walker, Teachers College, Columbia University, New York; Florence H. Wilson, West Newton, Massachusetts.

CALIFORNIA EDUCATIONAL SYSTEMS PARTICIPATE IN TEACHER-TRAINING STUDY

Two institutions of higher learning and five high school systems in California have accepted the invitation of the Commission on Teacher Education of the American Council on Education to join with it in a cooperative study of the preparation of teachers and of their continuing education while in service. Stanford University, Claremont Colleges, and the school systems of Los Angeles County and City, Pasadena, Burbank, and Santa Monica will take part in the study.

The Commission will provide the groups participating with consultant and other services. Opportunities will also be provided for staff members to collaborate in the study of child development and teacher personnel at a center to be established by the Commission next fall at the University of Chicago.

OFFICE OF EDUCATION TRANSFERRED

Under the President's First Plan on Government Reorganization the Office of Education has been transferred from the Department of the Interior to the Federal Security Agency. The transfer was effective July 1, 1939. The organizations, in addition to the Office of Education, which will compose the new Federal Security Agency are: Social Security Board, now an independent establishment; the United States Employment Service, now in the Department of Labor; the Public Health Service, now in the Treasury Department; the National Youth Administration, now in the Works Progress Administration; and the Civilian Conservation Corps, now an independent agency.

The President's Second Plan for Reorganization also affects the Office of Education in that it transfers the radio and motion picture divisions of the National Emergency Council to the Office.

In the message transmitting the Reorganization Plan to Congress the President stated:

Because of the relationship of the educational opportunities of the country to the security of its individual citizens, the Office of Education with all of its functions, including, of course, its administration of Federal-State programs of vocational education, is transferred from the Department of the Interior to the Federal Security Agency. This transfer does not increase or extend the activities of the Federal Government in respect to education, but does move the existing activities into a grouping where the work may be carried on more efficiently and expeditiously, and where coordination and the elimination of overlapping may be better accomplished. The Office of Education has no relationship to the other functions of the Department of the Interior.

REDUCED POSTAL RATE ON BOOKS CONTINUES FOR TWO YEARS

Reduced postal rates on books shipped throughout the United States will be continued for a two-year period, beginning July 1, 1939. The order extending the period for two years was issued by President Roosevelt as a result of a report submitted at his request by the Office of Education, summarizing the effects of the reduced postage on books during the six-months trial period on the educational institutions of the United States.

From monthly statistics supplied to the Office of Education by schools and libraries, it is estimated that these institutions alone will save annually at least \$1,600,000 on their transportation charges on book purchases, a sum which otherwise would come out of limited and inadequate book budgets. Money thus saved will be available for the purchase of needed books. A conservative estimate indicates that the resulting increased circulation and use of books will amount to approximately 3,250,000 volumes annually, a figure which does not take into account the increasing purchases of books by individuals.

In addition to the direct saving in money, the report showed many indications of the freer interchange of books in the interest of research and culture. Libraries are renewing their efforts to encourage study on the part of their alumni. Some state universities are announcing their ability to extend the benefit of their resources to research workers beyond state boundaries. National education and civic organizations are finding it possible to effect a wider distribution of their publications.

ANNUAL CONFERENCE OF SOCIETY FOR PREVENTION OF BLINDNESS

The annual conference of the National Society for the Prevention of Blindness will be held in New York City, October 26, 27, 28, with headquarters at the Astor Hotel.

It is expected that teachers, physicians, nurses, social workers, and persons active in the various fields of sight conservation will gather from all parts of the nation. Arrangements will be made for extending the facilities of the Society's offices at Rockefeller Center, 50 West Fiftieth Street, to all visitors.

A complete program containing the names of speakers and exact subjects of individual papers will be printed when plans for the conference are completed, and will be sent to anyone applying to the Society's offices for copies.

QUARTERLY IN THE FIELD OF INTELLECTUAL HISTORY ANNOUNCED

The first quarterly issue of a new publication devoted to intellectual history, *Journal of the History of Ideas*, will appear late in the summer of 1939. The new journal aims, so far as its resources permit, to bring together unrelated studies in the fields of the history of philosophy, literature and the arts, natural and social science, religion, political and social movements, and to promote greater collaboration among scholars in all the provinces of intellectual history in the western world.

Arthur O. Lovejoy, John Hopkins University, is the editor; Philip P. Wiener, managing editor; Joseph T. Shipley, assistant editor. Associate editors are Crane Brinton, Harvard University; Gilbert Chinard, Princeton University; Morris R. Cohen, University of Chicago; Francis W. Coker, Yale University; Richard P. McKeon, University of Chicago; Marjorie H. Nicolson, Smith College; J. Herman Randall, Columbia University; J. Salwyn Schapiro, City College of New York; and Louis B. Wright, Huntington Library, San Marino, California.

Advance subscriptions will expedite the issuance of the *Journal*. Each number of the quarterly will contain 128 pages of articles, book reviews, etc. Subscription rates (domestic): \$4 per annum, \$7 for 2 years, \$10 for 3 years, \$1.25 for single copy; (foreign) \$4.50 per annum, \$1.40 for single copy. Checks should be made payable to *Journal of the History of Ideas, Inc.*, College of the City of New York, Convent Avenue and 139th Street, New York City.

STATE DEPARTMENTS OF EDUCATION STUDIED

One of the most comprehensive series of studies which the Office of Education has undertaken in recent years is under way at the present time. It involves a study and report of the organization and functioning of state departments of education and other state agencies which administer programs of education in elementary and secondary schools.

About 20 staff members are undertaking various aspects of this problem as their main research activities for this year and next. By August 1 information will have been secured through committee visits in 35 of the state departments. It is expected that visits to all 48 states will have been made by the end of the summer and analysis of the data and preparation of the reports will begin shortly thereafter.

The series involves individual reports on the administrative organization of state departments, the organization and functioning of state boards of education, the status and functions of the chief state school officer, supervisory programs through state departments of education,

the organization and functioning of state library agencies, the financial operations of state departments of education, and the like.

OFFICE OF EDUCATION ISSUES NEW BULLETIN

Issued in three languages—English, Spanish and Portuguese—a new bulletin of the United States Office of Education, *Education in the United States of America*, describes pictorially and in text, the organization and functioning of education in this country. The bulletin will serve an extensive need in meeting the many requests from foreign countries for information on educational policies in the United States.

Both the National Education Association and the World Federation of Education Associations cooperated with the Office of Education in making the new publication available in the three languages as an offering toward understanding between North and South American educators.

CHANGE OF POLICY ANNOUNCED FOR OCCUPATIONAL ABSTRACTS

With the discontinuance of the activities of the National Occupational Conference, September 30, 1939, when the Carnegie grant is exhausted, Occupational Index, Inc., will take over the work of distributing *Occupational Abstracts*. Staff members who have been responsible for the preparation of the *Abstracts* will continue to serve in the same capacity. Suggestions for improving the *Abstracts* program will be welcomed by Occupational Index, Inc.

In order to meet actual costs, it has been necessary to increase the price of the publication to 15 cents in quantities of ten or more. Single copies are 25 cents, cash with order. Persons who order at the old price are being notified of this change and given the option of sending an additional remittance or have their original payment refunded.

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EDUCATIONAL BROADCASTS

Broadcasts Sponsored by the California State Department of Education

Monday: 9:30 p.m.—Golden Days KRE

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Friday: 8 p.m.—Adventures in Science KLX

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Alameda School of the Air

Monday : 1:30 p.m.—Great Moments from Literature KLX

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Wednesday : 1:30 p.m.—California History Program KLX

Thursday : 11:15 a.m.—Sonny's Magic Merry-Go-Round KLX

1:30 p.m.—Classic Myths KLX

Friday : 1:30 p.m.—The Workshop KLX

Broadcasts Sponsored by the United States Office of Education

Wednesday : 5:30 p.m.—Wings for the Martins NBC Blue¹

Saturday : 1:30—What Price America CBS

Sunday : 10 a.m.—Democracy in Action CBS

Sunday : 12:30 p.m.—The World Is Yours NBC Red¹

¹ NBC Red Network—KPO, KFI, KWG; NBC Blue Network—KGO, KECA, KSFD; CBS—KSFO, KNX.

PROFESSIONAL LITERATURE

STUDEBAKER, JOHN W., and WILLIAMS, CHESTER S. *Forum Planning Handbook*. Washington: American Association for Adult Education in Cooperation with the United States Department of the Interior, Office of Education, 1939. Pp. 71.

The demands of citizens throughout the country for better opportunities to arrive at an understanding of their crucial social, civic, and economic problems have led to the widespread establishment of public forums under public school management. Of particular significance are the public forum demonstrations conducted during the past 3 years in 508 communities in 38 states under the sponsorship of the United States Office of Education and with financial assistance from federal emergency funds.

Experience in the establishment and management of these forums furnishes the basis for this *Handbook*. It is addressed to professional educational administrators, school board members, and civic leaders, and deals chiefly with organization and administration rather than techniques of group discussion, a subject more extensively treated in previous literature. Some of the more important problems treated are organizing citizens' committees, employing forum leaders and directors, sharing of leaders by several communities, adaptation of organization to size and type of community, methods of payment for leaders and directors, provisions for training forum leaders, means of promoting attendance. Practical suggestions are offered in answer to most of the questions that will arise in connection with the administration of public forums by public school authorities.

The success of public forums in communities where they have been tried will no doubt accelerate their establishment elsewhere, and in the not distant future the public forum may become a permanent part of the public school program of adult education. School administrators participating in the enterprise will profit greatly by using the *Handbook* to guide them.

IVAN R. WATERMAN

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